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ABSTRACT

This module was originally designed for use in a 75-minute workshop session, but it can be adapted for use in other situations. The long range objective calls for participants to use techniques for assessment and training which will take into account individual differences in teachers, such as, interests, abilities, learning styles, and professional responsibilities. The individualization of teacher education is defined as maximizing the likelihood that the teacher will be motivated to acquire some new competency and that the necessary educational opportunities and resources will be available. The procedures described for implementing the module include pre-assessment, activities providing input, individualized input and practice with feedback, and evaluation. The document includes an evaluation sheet, post assessment achievement test, key for evaluation, practice exercises, and component check list. (MBM)

ED055049

INDIVIDUALIZED INSERVICE TEACHER EDUCATION

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A PERFORMANCE-BASED MODULE

E-LABORATORY
VIII
F A S C D

JACKSONVILLE, FLORIDA
JANUARY 28-29, 1971

SP005283

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MODULE: INDIVIDUALIZING INSERVICE TEACHER EDUCATION

INTRODUCTION

General Objective (Long Range)

In carrying out responsibilities for inservice teacher education, participants will use (or recommend) techniques for assessment and training which take into account the individual differences in teachers' interests, abilities, learning styles and professional responsibilities.

Specific Performance Objective (For this module)

Participant will describe accurately the basic features of a field tested design for individualizing teacher education. This description may be written or oral, and may be carried out at a time and place of his own choosing. Description will include the three basic elements in an individualized component, and the functional features of each. It will also include sources (the name of a specific person and a specified agency) to contact for further information and materials. The accuracy of the description will be verified by comparison with the key provided in this module.

Rationale

The purpose of inservice teacher education is to cause some more or less permanent change in what a teacher knows, how he feels or how he acts that will have a positive effect on his pupils. This change will generally occur, and persist, if the following conditions are present:

1. The teacher is ready to learn. That is, he has mastered prerequisite skills and is motivated (ie. sees the need) to work toward acquiring some new competency. (Internal conditions)

2. The educational opportunities and resources are available, and the teacher can go through appropriate educational training experiences. That is, the necessary information and experimental input are there when a teacher is ready, in a format which fits the teacher's learning pace and frame of reference. Ideally, training will include some opportunity for him to try out the competency and see how well he has mastered it i.e. practice and evaluation with feedback. (These are external or environmental conditions)

"Individualizing" teacher education simply means doing what is necessary to maximize the likelihood that these two conditions will be operating in any given inservice situation. Persons responsible for arranging inservice training, and committed to individualization, need to be thoroughly familiar with a wide variety of teacher education materials, especially those that aim at specific competencies, are self-paced, include evaluation, and provide opportunity for practice with feedback. Then , when a diagnosis of "readiness" is made (for a particular teacher to work toward a particular

goal), a prescription for "appropriate training" (to that goal) can be offered.

Instructions for Administering the Module

This module was originally designed so that the major portion of the input is provided during a 75-minute workshop session at a meeting of the Florida Association for Supervision and Curriculum Development, held on January 28-30, 1971, at the Sheraton Hotel in Jacksonville, Florida. Because of the shortness of the session, portions of the practice activities, and most of the evaluation, is intended to be carried out by the individual participants at a time and place of their own choosing.

The input at this meeting is planned for presentation by the following persons:

1. Mrs. Mildred Augenstein, Dade County Staff Development Center
2. Mrs. Rose Smith, Curriculum Resources Educational Services Center
3. Mr. W. L. Kitching and Mr. Rodney Harrison, Panhandle Area Educational Cooperative

Adapting the Module

The module was designed as a guide for anyone interested in pursuing the general objective outlined above. It will require adaptation of some of the procedures if administered after the initial session. That is, if a participant at the FASCD session wishes to administer this module to colleagues in his own county, he would need to arrange some alternate means of providing input. He may also wish to schedule a longer session, or two sessions, so that all or more of the practice activities and evaluation procedures can take place during the workshop itself rather than during a "time and place of his own choosing." Another adaptation might be expansion of the objectives to include more skills related to diagnosis of readiness or to identification of other individualized materials not included in this presentation but specific to the inservice program of a given county. Another adaptation might be the inclusion of an objective aimed at developing ability to: (1) review existing inservice components (for a district's Master Plan for Inservice Education) and, (2) revise them to include the functional features of the three basic elements in an individualized component outlined in this module. Participants are urged to adapt this material in any way necessary to tailor it to specific inservice situations.

Original development of the module took place in cooperation with personnel from the Bureau of Teacher Education, Certification and Accreditation of the Division of Elementary and Secondary Education in the Florida Department of Education. Any suggestions or reactions to the format, and comments giving feedback information on its usefullness, should be directed to:

Mrs. Pauline Masterton
Associate for Teacher Education
Florida Department of Education
Tallahassee, Florida 32304
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OVERVIEW

This overview is intended to serve as a prospectus showing how specific objectives are evaluated, and briefly summarizing the learning activities by which each objective may be achieved. The model described in the Appendix has been used in preparing this module, and elements of the model are intended to be visible in this overview.

GENERAL OBJECTIVE: Participants will promote individualized teacher education techniques

Specific Objective:	Procedures:	Evaluation:
Participant will describe a design for individualizing teacher education	1. Information Input: Listen to information by persons knowledgeable about the individualized design used in Florida 2. Practice Activities with Feedback: Example sample individualized components. Identify sections illustrating basic elements of the model and compare with annotated component description 3. Optional Follow-Up Activities: (A) Revise this module and administer to colleagues (B) Review selected inservice components and revise, following the basic elements of the model	1. Written Pre- and Post-Tests of session effectiveness 2. Written Post Assessment to measure ability to describe design and name information sources

EQUIPMENT

Carousel slide projector
Audio tape recorder
Overhead projector

MATERIALS

Slides
Audiotape
Transparencies

PROCEDURES

Pre-Assessment (See pp. 6 and 7)

Activities Providing Input

Note to Presenters: This is the first input that participants will have. The module itself will not be distributed until later in the session. Ask participants to jot down their questions and hold them until the end of the input period. Since the presentations are sequential, some of the questions will be answered by the time the three are over. Summaries of the presentations are found in the Appendix.

1. Information about a model for individualized teacher education materials: the B2 model, its basic features and how it was developed (presented by Mildred Augenstein, Staff Development Center, Dade County, Florida). A 10-15 minute presentation outlining the purposes of the B2 legislation and the main objectives of the 1969 and 1970 programs.

   Main Point: For the B2 program, materials had to be designed which would (as far as possible) be usable for widely different trainees, and widely different training situations. This was accomplished through the use of a design which pinpointed specific skills and provided evaluation tasks which measured those skills, and which packaged necessary information and also structured practice activities with adequate feedback.

2. Information about a program for disseminating individualized components: the Area Resource Training Program - when, where, what (presented by Rose Smith, Curriculum Resources Educational Services Center, Lake Butler, Florida). A 10-15 minute presentation outlining the Area Resource Training Plan. As part of the description of the content of the training program, the presentation repeats the main points of the B2 model: that is, the individual components pinpoint objectives, include matching evaluation tasks, provide necessary information, and structure practice activities with feedback.

   Main Point: The ideas outlined in the Rationale are stressed--i.e. when a diagnosis of readiness for training is made, prescription for training should be available right now. The more training materials and knowledgeable resource people, the more likely a teacher will get what he needs when he's ready for it.

3. Information about a system for individualized staff development - the diagnosis-prescription approach using the B2 components (presented by W. L. Kitching and Rodney Harrison, Panhandle Area Educational Cooperative, Chipley, Florida). A 10-15 minute pre-

sentation which takes a brief walk through the cluster list of B2 titles, emphasizing the variety of skill areas presented, and focusing on the diagnosis aspect of staff development. After walking through module titles and several clusters, a walk through the catalog is taken.

Main Point: Each module pinpoints a specific skill objective, delineates a task as an evaluational goal, and gives directions for obtaining input and practice with feedback.

Individualized Input and Practice with Feedback

1. Following the presentation, there should be a question period during which time the questions saved from each presentation are answered. (10-15 minutes)

2. After the question period, distribute and examine a copy of this module. Look first at the OVERVIEW, (page 3). Identify the basic elements of the design or model for an individualized component, and point out the features of each element:

   A. What words describe the competency applicable in a job situation? Which words identify the particular sub-goal to be achieved during training?
   B. Where are the procedures for assessing the extent of achievement of the goals?
   C. Which of the activities (Procedures) specified give input, structure practice, and give feedback?

3. Note that the Workshop presentation constitutes input, and that the question period supplies some feedback. To obtain practice with feedback, there are Exercises with an Exercise Key. Look at the Table of Contents, and glance briefly at each of the major sections of the module. (5 minutes)

4. Ideally, the next step is to go through the Exercises (pp.11-19) and compare responses with the Exercise Key (page 20). (If less than 10 minutes of the E-Laboratory remains, this step should be carried out by participants after the session.)

5. The final step for the module is to turn to the EVALUATION section and complete the Post Assessment Achievement Test. (This should be carried out after the session.)

6. The final step for the E-Laboratory session is to fill out the EVALUATION SHEET, Side B (Post Assessment of Session Effectiveness) and return the completed sheet to the session leader.

7. For follow-up, participants may wish to adapt this module for local use, or follow suggestions outlined in the INSTRUCTIONS FOR ADMINISTERING (page 2).

EVALUATION

Pre- and Post Assessment of Session Effectiveness

Before examining the module, participants should answer, in writing, a few short pre-assessment questions (see EVALUATION SHEET, p. 7, Side A). Since there is no way for persons presenting the FASCD workshop to use information obtained from these sheets to modify their presentation, the traditional screening function of the pre-test ("to indicate whether a given objective has already been mastered, to check readiness, or indicate a need for requiring pre-requisite skills") cannot be employed. However, the pre-test can be used to "provide a base line for gauging progress as compared with results of final evaluation" and also to act as a technique for "Establishing Set". Participants should be given no more than 5 minutes to take the pre-test. Allow 5 minutes at the end to complete the post-test session evaluation. (Evaluation Sheet, p. 8, Side B.)

Post Assessment to Measure Achievement of Objective

Participants will complete the module by answering the questions on the sheet labled Post Assessment Achievement Test, and compare answers with Key.

EVALUATION SHEET - Side A

"Individualizing Inservice Teacher Education"

Performance Objective for this session:
Participants will describe the basic features of a field tested design for individualizing teacher education

To the Participant:

PLEASE HAND IN THIS SHEET BEFORE YOU LEAVE THIS SESSION.

Complete the items on Side A before the session, and complete the items on Side B at the close of the session.

Participation in this session indicates that you are interested in inservice teacher education and further, that you have some commitment (at least to the point of spending an hour) to the practice of individualizing teacher education. To give you (and the presenters) an estimate of what you accomplish during this session, please read the items on this sheet and complete the responses.

Pretest Question 1:

To what degree do you feel that your present activities in teacher inservice education are able to take into account the individual differences in the interests, abilities, learning styles and professional responsibilities of all teachers involved? COMPLETE THE RESPONSE MOST CLOSELY REPRESENTING YOUR REACTION.

(a) To a fairly small extent: the reason being _____

_____

(b) Fairly well: the reason being _____

_____

(c) Very well: the reason being _____

_____

Pretest Question 2:

Suppose you were asked to describe the basic features of a field tested design for individualized teacher education. CIRCLE THE LETTER PRECEDING THE STATEMENT WHICH BEST REPRESENTS YOUR REACTION.

(a) No problem! Just give me a sharp pencil and a few quiet hours.

(b) Great! Give me a sharp consultant and six week's leave.

(c) Help! Would you believe a sharp sword and survivor's benefits?

DO NOT FILL OUT THE REVERSE SIDE UNTIL THE CLOSE OF THE SESSION!

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EVALUATION SHEET - Side B

"Individualizing Inservice Teacher Education"

Post-Test Session Evaluation

1. Please describe briefly your job title and description (i.e., County Language Arts Supervisor; College Student Teaching Coordinator, etc.)

   _____

   _____

2. To what degree do you feel you could accomplish an evaluation task designed to test your ability to describe the basic features of the B2 model for individualizing teacher education? Circle the letter preceding the statement that most closely represents your reaction.

   (a) I could achieve it easily.

   (b) I would like to review some of the input and go through the practice activities before evaluation.

   (c) This module did not provide adequate experiences to enable me to achieve the objective.

3. How would you rate this session? Circle the letter preceding the statement which best represents your reaction.

   (a) It was outstanding, one of the best sessions I have ever attended.

   (b) It was excellent, compared well with other sessions I've attended.

   (c) About average, compared with other sessions.

   (d) No good. Compared very poorly with other sessions I have attended.

4. Please write any specific reactions or comments which you would like to direct to those who planned and conducted this session.

Post Assessment Achievement Test

Directions: Answer the following questions on paper or verbally. Compare your answers with those given in the Key provided on page 10. You have reached criterion (achieved the objective) if your answers include, in any order you choose, the main points outlined in the Key for each answer.

1. What are the three most important elements in a teacher education component which follows the B2 model?

2. What is the main feature of each of these elements in terms of what each of these elements should accomplish for the teacher in service?

3. What two conditions will generally assure that inservice education activities will have a lasting effect on a teacher's performance in the classroom?

4. From what agency can you obtain, at cost, copies of 54 individualized teacher education modules?

5. What is the name of someone in or near your county or institution who has been trained as an Area Resource Person for individualized teacher education modules?

KEY FOR EVALUATION

(Post Assessment for Achievement Test)

1. The three most important basic elements of individualized components are: (a) Objectives which pinpoint specific competencies, knowledge, or attitudes which the teacher can expect to acquire as a result of pursuing the component training; (b) Evaluation tasks which will measure the extent to which each skill or competency is acquired; (c) Procedures giving directions for activities to acquire the skill, knowledge, competency, etc.

2. The functional features of each basic element are as follows:

   The Objectives should provide information as to the nature of the competency, and should be specified in terms of some performance which can be observed, so that the teacher himself as well as those responsible for assisting the teacher can tell when he has acquired the competency, knowledge, or other goal.

   The Evaluation provided should give direct evidence as to the extent of achievement of the target competency. Evaluation tasks should relate directly to the objective; that is, to the achievement of the skill, knowledge, competency, attitude or other goal of the component.

   The Procedures should provide input and arrange for practice with feedback. That is, learning experiences and training activities should supply whatever information is required and arrange or suggest activities which will offer a chance to use knowledge, practice skills, apply competencies and, in addition, provide feedback to the teacher on the extent to which these practice activities are successful.

3. First, the teacher possesses prerequisite skills and a motivated attitude and is ready to learn: these are internal conditions. Second, the learning opportunities and resources are available: these are external or environmental conditions.

4. The Panhandle Area Educational Cooperative in Chipley, Florida, distributes a wide variety of individualized teacher education modules. (See Appendix)

5. Any names on the list of Area Resource People may be given. (See Appendix)

ANY OF THE RESPONSES WHICH DO NOT INCLUDE THE ABOVE ELEMENTS MAY BE MODIFIED AND THE INPUT TO THESE MAY BE REPEATED UNTIL THE PARTICIPANT FEELS THAT HE HAS ACHIEVED THE OBJECTIVE.

PRACTICE EXERCISES

Directions: Examine the first Component Description (labeled Practice Exercise #1) on page 14. Then read the questions on the Component Checklist page 12. Using the Appendix RESPONSE FORM (sample on page 13), follow directions for each question. For feedback, match your responses with those given on the Practice Exercise Key, (page 21). After completing Practice Exercise #1, continue with the following Practice Exercises, recording responses and checking with the Key on each one. Note: Additional criterion questions may be found in the Appendix item "Guidelines for Critiquing a Module".

For practice in adapting this module, see the OPTIONAL PRACTICE EXERCISE #6.

COMPONENT CHECKLIST

QUESTIONS	NOTES
Q#1. ARE OBJECTIVES IN PERFORMANCE TERMS? Does the objective tell what the participant will be able to do after completing the component?	
Q#2. DOES EVALUATION RELATE TO OBJECTIVES? Does the evaluation provide a way for the participant to demonstrate the skill or knowledge gained through participation?	
Q#3. DO ACTIVITIES PROVIDE NEEDED INFORMATION? Is sufficient input provided to help participants know what to do and how to do it?	
Q# 4. DO ACTIVITIES PROVIDE OPPORTUNITY FOR PRACTICE AND APPLICATION? Does the participant have a chance to use the information in a planned situation?	
Q#5. IS FEEDBACK GIVEN ON PRACTICE ACTIVITIES? Is a means provided by which participants can monitor their own progress toward the achievement of the objectives?	

COMPONENT CHECKLIST REVIEW PRACTICE ACTIVITIES

Directions: For each component which you review, answer the Questions stated in the Component Checklist. Mark Yes or No in the space provided. If you have recommendations for improving the component describe briefly in the column headed COMMENTS AND RECOMMENDATIONS.

TITLE OF COMPONENT	Q.#1		Q.#2		Q.#3		Q.#4		Q.#5		COMMENTS AND RECOMMENDATIONS
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	

EXERCISE #1

INSERVICE EDUCATION COMPONENT DESCRIPTION

Title: Using Informal Diagnostic Materials in Reading

Category: (Updating Subject Area Skills) Points: 6

GENERAL OBJECTIVE:

Participants will develop skill in administering, recording, and interpreting the results of informal diagnostic tests in reading.

SPECIFIC OBJECTIVES:

1. Using the Schonell reading test, find the reading grade for each of three students, following 6 prescribed steps.

2. Using a taped reading selection with corresponding mimeographed copy, record the reading errors in a prescribed symbolic form, matching a master copy with 100% accuracy.

3. Use an Informal Reading Investory to find instructional Reading level for 3 students, following 12 prescribed steps.

4. Correctly administer an Informal Phonics Survey to a group of six children, following three prescribed steps.

5. Correctly record six sets of I.P.S. test results, using a Phonics Summary Sheet.

SUMMARY OF ACTIVITIES:

This is an individualized component. Instructional activities for the second Specific Objective consists of independent work with a programmed handbook, sample audio tapes of children's oral reading, and mimeographed diagnostic materials. For the other objectives, teacher uses both independent activities and work with a teammate administering, recording and interpreting the results of each of the different kinds of diagnostic materials.

EVALUATION:

Included for each specific objective. An answer key is supplied for Objective #2. For all other objectives the teacher teammate observes, using a checklist. No pretest included.

EXERCISE #2

INSERVICE EDUCATION COMPONENT DESCRIPTION

Title: AAAS Science Workshop

Category: (Updating) Points: 48

GENERAL OBJECTIVE:

To update science teaching techniques of teachers in elementary school. Participants will be able to implement the AAAS programs as determined by the consultant.

SPECIFIC OBJECTIVES:

1. Using program guide material, participant will demonstrate ability to write up lesson plans which implement the AAAS science program content and method.

2. In two demonstration lessons, participants will demonstrate knowledge of program content and ability to carry out AAAS program methods.

3. Participants will demonstrate ability to improve pupil achievement as measured by an improvement in standardized science test scores of 80% of the children in participating school centers.

DESCRIPTION OF COMPONENT ACTIVITIES:

Participants will attend four group sessions where demonstrations and information are presented. Each teacher will read material, review films and filmstrips, participate in small group discussions in school centers and prepare written plans. The written plans will be evaluated by the consultant. Each participant will conduct a series of demonstration lessons which will be audiotaped and observed by other teachers involved in the workshop. Each participant will also observe a minimum of two lessons of other teachers and identify examples of AAAS recommended methods. All pupils in classes taught by participants will be given pre- and post tests to measure achievement.

EVALUATION:

1. Each participant will submit his written plans for implementing an AAAS science program for at least two lessons carried out in the classroom. The plans will include the features recommended in the AAAS program. Each participant will select a tape of his own teaching which he feels best demonstrates his ability to implement methods.

2. The tapesselected by the participant will be evaluated by the consultant and the school principal upon request of the teacher.

3. Pre- and post tests of standardized achievement in science will be administered to students. 80% of the children in school centers with participants will improve science scores.

EXERCISE #3

INSERVICE EDUCATION COMPONENT DESCRIPTION

Title: Home Economics Teaching

Category: (Updating) Points: 6

GENERAL OBJECTIVE:

To provide for a workshop in which home economics teachers will gain new skills with which to improve current trends.

SPECIFIC OBJECTIVES:

1. Teachers will improve skills related to teaching of home economics.

2. Teachers will keep abreast of new ideas in their field of instruction.

DESCRIPTION OF COMPONENT ACTIVITIES:

A three hour workshop will be held in which a consultant will present a description of current trends followed by group discussion.

EVALUATION:

Participants will rate the presentation in terms of clarity, effectiveness and relevance. 80% of the participants will give favorable responses.

EXERCISE #4

INSERVICE EDUCATION COMPONENT DESCRIPTION

Title: Planning Creative Activities for Independent Learning

Category: (Basic) Points: 10

GENERAL OBJECTIVE:

Using a specific set of criteria for creating activities done independently, teachers will be able to select, prepare, and implement such activities with children.

SPECIFIC OBJECTIVES:

1. Using a selected list of independent activities, teachers will identify those that can be classified as creative according to a set of specified criteria.

2. Using texts provided, participant will make a descriptive list of eight creative independent activities (two for each of four categories). These activities should be appropriate for use with participants' students.

3. Using the list prepared for #2 above, participants will prepare all materials and directions needed for implementing two independent creative activities with small groups of students.

4. Using materials described above for Specific Objective #3, participant will involve small groups of students in one activity and achieve a successful rating on an evaluation checklist filled out by an observer.

SUMMARY OF ACTIVITIES:

After a one-hour introductory workshop, each participant will read specified materials and carry out exercises in classifying and preparing materials at her own school. Each participant will then collect materials and carry out activities with children in his own classroom to try out techniques. Each participant will also act as an observer for other participants before final evaluation.

EVALUATION:

Participant will correctly classify activities on a written exercise list, as compared with a key provided. Participants will also draw up a list independently. The list will contain at least eight activities which fulfill the criteria provided, as determined by the judgment of a resource consultant.

After choosing two activities to implement, the participant will make a checklist of materials students will need and directions he will need to prepare. A teammate will judge the completeness of the materials and directions, using prepared criteria. Finally, the participant will carry out one activity for which he has prepared materials, and request an observer to evaluate a lesson as he conducts this activity with children. The observer will rate the activity, using the checklist provided.

EXERCISE #5

INSERVICE EDUCATION COMPONENT DESCRIPTION

Title: Drug Abuse Workshop

Category: (Updating) Points: 3

GENERAL OBJECTIVE:

Teachers will show positive changes in knowledge, attitudes and skills in the teaching of drug abuse: will be able to identify abusers and refer them for rehabilitation, and will show positive changes in relationships with students.

SPECIFIC OBJECTIVES:

1. Teachers will gain knowledge of the psychological, psycho-social and legal aspects of drugs.

2. Teachers will identify physical symptoms and personality patterns related to drug abuse.

3. Teachers will be able to describe local referral policies and rehabilitation programs.

4. Teachers will learn techniques for helping students improve their self-concepts and sense of importance.

5. Teachers will assist students in developing the ability to make decisions and solve problems.

6. Teachers will conduct drug abuse programs which are well planned and successful.

DESCRIPTION OF COMPONENT ACTIVITIES:

A two hour workshop will be held in which a specialist in medicine, education, psychology, or theology will present a lecture and demonstration and provide written material and oral answers to questions. This workshop will be available for all teachers who are interested.

EVALUATION:

Participants will fill out an evaluation rating form at the close of the workshop and will use the new ideas in their classrooms.

OVERVIEW

TO PARTICIPANTS: Use this space to draft objectives, evaluation, and procedures representing an adapted version of this module which you could carry out in your own area of responsibility. Ground rules: you must use the same general objective and the functional features of the B2 model; but you may add to or revise specific objectives, evaluation, and procedures as desired.

GENERAL OBJECTIVE: Participants will promote individualized teacher education techniques

Specific Objective:	Procedures:	Evaluation:

COMPONENT CHECKLIST REVIEW PRACTICE ACTIVITIES

Directions: For each component which you review, answer the Questions stated in the Component Checklist. Mark Yes or No in the space provided. If you have recommendations for improving the component describe briefly in the column headed COMMENTS AND RECOMMENDATIONS.

FROM MODULE PLANNER

TITLE OF COMPONENT	Q.#1		Q.#2		Q.#3		Q.#4		Q.#5		COMMENTS AND RECOMMENDATIONS
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
#1. USING INF. READING MATERIALS	✓		✓		✓		✓		✓		NOTE THAT MANY SKILLS ARE TARGETS, AND ALL ARE EVALUATED
#2. AAAS SCIENCE WORKSH.	✓		✓		✓		✓		✓		TEACHER SELECTS TARGETS TO BE ASSESSED: HELPS DEVELOP HER PROFESSIONAL JUDGEMENT AND ALLOWS FOR EXTENDED PRACTICE.
#3. HOME ECONOMICS TEACHING		?		✓		✓		✓		✓	GEN. OBJ. FOR COUNTY: NOTE THAT EVALUATION ASSESSES PRESENTATION AND NOT PERFORMANCE OF TEACHERS.
#4. PLANNING CREATIVE ACTIV.	✓		✓		✓		✓		✓		PLENTY OF SKILL TRAINING AND PERFORMANCE!
#5. DRUG ABUSE WORKSHOP	✓			✓		✓		✓		✓	FOR A 2-HR "L & D." WORKSHOP— OBJECTIVES FAR TOO AMBITIOUS! EVALUATION DOES NOT ASSESS ANY MASTERY OR PERFORMANCE.

PRACTICE EXERCISE RESPONSE FORM KEY

Individualizing
Inservice
Teacher
Education

An Individualized Module

— Notes —